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Inter-Racial In-Service Program Designed to Increase the Educational Opportunities of the Children in the Randolph County Schools, July 1, 1966-June 30, 1967.

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Reported is an inservice workshop program for the faculty of the schools of Randolph County, North Carolina. The major objectives of the workshops were to improve the instructional program in the newly desegrated schools and to aid the staff in adjusting to integration. The progress report contains discussions of teaching in the desegrated schools and the use of communications media to increase local public support for the schools. Also described are the workshops in language development, communication skills, and reading improvement. A conference for school personnel was devoted to leadership development. An evaluation states that the inservice program was "highly successful." (NH)

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A TECHNICAL PROGRESS REPORT SUBMITTED
TO THE EQUAL EDUCATIONAL OPPORTUNITIES
PROGRAM OF THE U. S. OFFICE OF EDUCATION

SUBMITTED BY

THE RANDOLPH COUNTY BOARD OF EDUCATION

ED025564

COURT HOUSE ANNEX
ASHEBORO, NORTH CAROLINA

UD 007 596

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Inter-Racial In-Service Program Designed To Increase The Educational Opportunities of The Children In The Randolph County Schools

J. R. Coggins, Director

Grant-to-School-Board Number OEG-2-7-000466-0466
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Randolph County Schools
Court House Annex
Asheboro, North Carolina

July 1, 1966 - June 30, 1967

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the
U.S. Department of Health, Education, and Welfare
Office of Education

UD 007 596

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General Information

In the fall of 1963, seven Negro students entered the Trinity School. Prior to that date, all schools had operated as segregated units. In the fall of 1964, fifteen Negro students enrolled in the Trinity School and six Negro students enrolled in the Archdale School. All of the other seventeen schools operated with all white or all Negro student bodies. No Negro teachers were employed to teach white or desegregated classes.

In the fall of 1965, all nineteen schools were desegregated. All schools except one elementary had Negro students, and most schools had Negro faculty members. Due to the drastic social change in our schools with a multi-cultural environment, planning for student instruction by the teacher was needed.

During the past two years, we have operated the schools in Randolph County without regard to race. We have experienced two years of smooth operation with the exception of minor incidents. The credit for our success, thus far, must go to the in-service workshops held prior to the opening of school. This year's workshop was designed for all new faculty members to Randolph County. Another factor contributing to the success of our program has been the in-service workshops held during this past year. Without the intensified in-service training program experienced this year, Randolph County's instructional program would have suffered.

Racial Composition of Professional Staff and Studies Within

Randolph County Schools

	White	Negro	Total
Total Enrollment	*10,366	*1,049	11,415
Pupils Enrolled	10,366	1,049	11,415
Pupils Enrolled in another public school system	120	0	120
Total School-Age Population	10,492	1,053	11,545

*All pupils enrolled in desegregated schools

Total number of teachers	* 423	36	459
Total Central Office	9	1	10

*All professional staff members teaching in desegregated schools

Objectives

The general purposes of the project were the following:

1. To improve the educational programs offered to all children in the Randolph County Public Schools.

2. To assist staff members in broadening their self-concepts in relation to co-workers, various subcultures, and the total environment in which they teach.

3. To provide an opportunity, especially for new teachers, for discussion of the problem and to profit from the experiences of others, both within and outside the school system.

4. To identify further possible problem areas in which friction may develop.

5. To identify successful techniques and to provide an opportunity for discussion for all personnel concerned.

6. To give teachers, principals, and supervisors an opportunity to work together on concrete problems of vital importance toward the improvement of education in changing times, in such a way that educational opportunities for children will be increased and relations among the school staff strengthened.

7. To provide a productive workshop to give real experience in communicating with the public about school system activities, plans, accomplishments, and needs.

8. To help principals and teachers, at all levels, to better understand the process of teaching reading, how individuals learn to read, how to detect pupils with reading problems, how to challenge gifted pupils, how to plan programs of improvement for slow pupils, how to select and use suitable materials, and how to keep up with professional advancements being made in the field of reading.

Within the broad frame work of general purpose, the following specific objectives may be enumerated:

1. To develop the ability to evaluate objectively the communication skills of children and adults.

2. To alert teachers to the differences in vocal and hearing mechanisms.

3. To develop awareness of the effects of cultural and environmental differences in language development.

4. To develop awareness and appreciation of the effects of geographical differences in oral communication.

5. To develop cooperatively materials and techniques useful to the teacher and child for the improvement of voice, articulation, and language skills.

6. To provide opportunities for self-improvement.

7. To help principals and teachers, at all levels, to better understand the process of teaching reading.

8. To help principals and teachers, at all levels, to better understand how individuals learn to read.

9. To help principals and teachers, at all levels, to learn how to detect pupils with reading problems.

10. To help principals and teachers, at all levels, to learn how to challenge gifted pupils.

11. To help principals and teachers, at all levels, to learn how to plan programs of improvement for slow pupils.

12. To learn how to select and use suitable materials.

13. To help principals and teachers, at all levels, to learn how to keep up with professional advancements being made in the field of reading.

14. To determine the best procedures possible through which the public can best be informed about the schools.

15. To inform the public about the programs, activities, problems, accomplishments, and needs of the schools.

16. To help the lay citizens understand the goals and objectives of the Randolph County Schools and establish a bond between the lay public and the schools.

17. To provide an opportunity for all new teachers to become acquainted with the multi-cultural organization of our teaching staffs.

18. To aid all new teachers in studying the new instructional challenges presented with the multi-cultural organization of the schools.

19. To provide a climate for open discussion of problems of Negro and non-Negro teachers.

20. To stimulate good teaching by exploring methods and techniques in all areas of instruction with the realization that good teaching and busy, interested children eliminate problems for children and parents.

21. To acquaint new teachers with acquired knowledge and understanding to effectively teach techniques and procedures in desegregated classes.

22. To cause all teachers, new and old, to reinvestigate and analyze the factors affecting the achievement level of the students in order that teachers may better be prepared to meet each student at his particular level.

23. To promote the continued smooth transition from a segregated to a desegregated school system.

24. To assist leaders and potential leaders in the school system in the development of their leadership qualities.

25. To give the leaders and potential leaders an opportunity to discover problems pertinent to good leadership in the Randolph County Schools.

26. To give the leaders and potential leaders an opportunity to determine possible solutions to known existing problems.

27. To give leaders and potential leaders an opportunity to evaluate their personal feelings and prejudices and come out with a positive outlook for himself and his relationships with others.

28. To assist leaders in their role of helping new teachers adapt themselves to their new role in their respective school and community.

Committees

Two committees assisted with the planning and guidance of the program. Although members of the committees were not directly involved in the operation, their suggestions were invaluable in setting up the program in identifying and securing capable instructors, in selecting outstanding consultants, and in making adjustments throughout the year to keep the program focused on its goals.

Development Committee

This committee began meeting in July, 1966, to review the program proposal and to make recommendations for its implementation. Committee members who served on this committee included the following:

Mr. Lacy M. Presnell, Jr., Superintendent
Randolph County Schools

Mr. W. K. Cromartie, Assistant Superintendent
in charge of Instruction
Randolph County Schools

Mr. J. R. Coggins, Director of the Program
Randolph County Schools

Mr. Roger Pritchard, Acting Director of ESEA

Mrs. Barbara Rains, Supervisor of Elementary Education

Mrs. Nancy Yow, Library and Audio Visual Supervisor

This committee met at intervals during the year making plans for specific phases of the program. They discussed the total in-service program and made suggestions for its various phases.

Evaluation and Planning Committee

Representatives of the various in-service groups that met during the first semester were randomly selected to serve on the evaluation and planning committee. The committee met near the end of the first semester and spent four hours evaluating the present programs and making suggestions for the second semester as well as future in-service programs.

Prior to the meeting, members were given time to discuss the program with other participants in their group so that they might adequately represent them at the committee meeting. Much time was spent in a critical examination of the various groups with attention given to such items as instructors, course outlines, and materials for study. Many good suggestions were made to improve the effectiveness of the program. It was recommended that the program be continued and specific areas of concentration were proposed for consideration.

The Program

A description of the total in-service programs was given to all professional personnel in the school system on the first day teachers reported for the 1966-67 school term. Included in the material distributed was a form on which individuals could indicate the specific area in which they were interested if they desired to participate in the program.

Based on the information received from the returned forms, course groups were established.

Participants were assigned to the subject area and meeting time that was indicated as first choice where possible. All classes were formed without regard to race and steps were taken to avoid the accidental formation of a group with all members from one race.

A total of three in-service groups were involved during each semester. The Communication Workshop met for two semesters. The Leadership Development groups met for a total of five times with one of these as a six-day conference during the month of June, 1967.

Each of the regular in-service groups had an instructor who met with the group each time. Course guides or outlines were prepared as well as the development of goals, etc., to meet the needs of the individual. Instructors were selected for their competence in the subject area to which they were assigned and for their ability to work with people in such a way as to get maximum participation

Classes were scheduled to meet in central locations for the convenience of those participating. The Administrative Materials Center was used because of the availability of resources needed in the work.

Attendance was checked at each meeting to keep an adequate record of the participants. A secretary was selected in each group to see that attendance was turned into the central office for payrolls to be written at the end of the semester.

The in-service program was centered around five areas. These areas were: (1) Teaching in the Desegregated Schools, (2) Communications, (3) Language Development, (4) Reading Improvement, and (5) Leadership Development.

Teaching in The Desegregated Schools

This phase of our in-service program was conducted prior to the opening of the school year 1966-1967. All new teachers were invited to attend this seven-day session beginning August 18, 1966, and ending August 26, 1966.

Leaders and Consultants for these sessions were:

Mr. Harold Davis, Principal
Randleman High School
Randolph County Schools

Mr. Clyde Stutts, Principal
Coleridge High School
Randolph County Schools

Mrs. Emma Routh, Elementary Supervisor
Randolph County Schools

Mrs. Nancy Yow, Library and Audio Visual Supervisor
Randolph County Schools

Mrs. Barbara Rains, Elementary Supervisor
Randolph County Schools

Dr. Arnold Perry, Professor of Education
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Dr. Frank Weaver, Supervisor
State Department of Public Instruction
Raleigh, North Carolina

Mr. J. R. Coggins, Director
Randolph County Schools

The primary objective of the in-service program was to provide an opportunity for all new teachers to become acquainted with the various methods and techniques necessary for successful teaching in a desegregated school situation. Another objective was to promote the continued smooth transition from a segregated to a desegregated school system.

The following is an outline of the complete program:

IN-SERVICE WORKSHOP OUTLINE

August 18 - August 26, 1966

August 18, Thursday (A.M.- Participants will meet in their respective schools)
(P.M.- Participants will meet in the Randleman Elementary School)

I. Orientation of faculty in a desegregated school.
   A. Introducing teachers to the In-Service Program and the objectives of the Randolph County Schools. (All participants will report to their respective school)

9:30 - 10:30 1. Introducing teachers to each other and to the school (Tour)
2. Go over the plans for the seven days.
3. The daily topics for the workshop.
4. Daily schedule.
5. Give out handbook and ask teachers to study.
6. Give out materials.

10:30 - 11:00 Coffee break

11:00 - 12:00

B. Familiarizing the teachers with plans for grade level organization.

1. Give each teacher the number of students assigned and names, and any other helpful information (not cumulative folders).
2. Discuss the class organization.
3. Plan total school schedule.
4. Work with the various team members as they begin plans for the team approach.

12:00 - 1:00 Lunch (To be provided for by each teacher)

1:30 - 4:00

C. Group meeting for all new teachers at the Randleman Elementary School.

1:30 - 2:30

1. Welcome and comments by Mr. Lacy Presnell, Jr., Superintendent, Randolph County Schools.

2:30 - 3:00 Break (cokes)

3:00 - 3:30 2. Exploration of Desegregation Workshop, (showing of slides, etc.), J. R. Coggins, Director

3:30 - 4:00 3. Tax-Sheltered Annuities. Mr. J. R. Rogers.

August 19, Friday (Participants will meet in their respective schools)

II. Continuation of orientation of faculty.

A. Make plans on an individual basis as to how each teacher will become a part of the total organization. Also presenting policies of the school and county unit.

9:30 - 10:30

1. Give out handbooks calling particular attention to certain sections.
2. Have each teacher to study guidelines set forth in the handbook making notes of any things that are not clear and to be prepared to have them discussed.

10:30 - 11:00 Coffee break

11:00 - 12:00

3. Time for a discussion of any thing concerning the handbook.
4. Discussion of individual school policies, organization and duties of individual teachers.

12:00 - 1:00 Lunch (To be provided for by each teacher)

1:00 - 2:30

5. Give out cumulative folders for study by teachers (discussion of proper use of these and other student records).

2:30 - 3:00 Break

3:00 - 4:00 Teachers will spend balance of time in classrooms studying information on each student.

Each principal should feel free to adjust his schedule to include tours to local resource areas as well as to the Materials Center.

August 22, Monday (Participants will meet in their respective schools)

III. A study of the socio-economic factors and conditions existing in the school community.

9:30 - 10:30

A. Report by the principal of the community as to industry types, major religions, educational background, and environmental and cultural differences.

10:30 - 11:00 Break

11:00 - 11:30

B. Discuss strengths and weakness of community leadership as well as other characteristics of the community.

11:30 - 12:00

C. Discussion of the role of the school in the community.

1. Consideration of how the school and community can work together to keep the education of all children foremost in the mind of all.

12:00 - 1:00 Lunch (To be provided for by each teacher)

1:00 - 2:00

D. Discussion of available community resources (community and county).

2:00 - 2:30 Break

2:30 - 4:00

E. Individual study and preparation by teachers in the classroom.

Again the principals may consider the above schedule for this day flexible to include tours.

August 23, Tuesday Teachers from the following schools will meet at the Randleman Elementary School: Trinity High, Trinity Elementary, Archdale, Trindale, New Market, Randlemann High, Randleman Elementary, Tabernacle, and Farmer. Teacchers from the following schools will meet at the Ramseur High School: Liberty, Staley, Grays Chapel, Franklinville, Ramseur High, Ramseur Elementary, Coleridge, Brower, and Seagrove.

IV. Planning and preparing for a successful year in a desegregated school system.

9:30 - 10:30

A. Lecture: "Responsibilities of Teachers in a Desegregated School." J. R. Coggins. This lecture will be presented to the western group on August 23 and to the eastern group on August 25.

10:30 - 11:00 Coffee Break

11:00 - 12:00

Discussion of ideas presented during lecture and how they can be implemented locally. Principal will lead the discussion for his teachers.

12:00 - 1:00 Lunch (Lunch will be served in the cafeteria)

1:00 - 2:00

B. Lecture: "Emotional Aspects of School Desegregation." Mr. Harold Davis, Principal of the Randleman High School.

2:00 - 2:30 Break

2:30 - 4:00

C. Discussion of factors affecting achievement levells of students.

1. Relation of IQ to Achievement.
2. Causal factors in under-achievement.
3. Testing Program
   a. Purpose of testing program.
   b. Ways of evaluating information obtained from test.
4. Correct way of recording test data.
5. Methods which can be used to improove achievement levels.

Alternate Schedule for the Group Meeting at Ramseur

August 23, Tuesday — Eastern Group

9:30 - 10:30

A. Lecture: "Emotional Aspects of School Desegregation." Mr. Clyde Stutts, Principal of the Coleridge School.

10:30 - 11:00 Break

11:00 - 12:00

B. Discussion of factors affecting achievement levels of students.

1. Relation of IQ to Achievement.
2. Causal factors in under-achievement.
3. Testing Program
   a. Purpose of testing program.
   b. Ways of evaluating information obtained from tests.
4. Correct way of recording test data.
5. Methods which can be used to improve achievement levels.

12:00 - 1:00 Lunch (Lunch will be served in the cafeteria).

1:00 - 2:15

C. Adapting multi-ethnic materials to meet individual unit plans.

1. Learning the correct procedure for operating the projection equipment.
2. Correct procedure of presenting a film lesson (See handbook).
3. Reviewing all new materials (such as manuals, state publications, etc.).

2:15 - 2:45 Break

2:45 - 4:00

D. Demonstration and use of production and projection materials.

1. Distribution of materials available to produce transparencies. Each teacher preparing transparency for use in the individual classrooms.
2. Demonstration of the uses of the overhead and opaque projectors.

This afternoon session will be conducted by Mrs. Yow, Library Consultant and Audio Visual Aids Coordinator.

August 24, Wednesday (All Participants will meet at the Randleman Elementary School)

9:30 - 10:30

A. Lecture: "Providing for Individual Differences in a Desegregated Program" by Dr. Frank Weaver, Supervisor, State Department of Public Instruction.

10:30 - 11:00 Break

11:00 - 11:30

B. "Buzz Sessions" Each group will select a leader.

11:30 - 12:00

C. Questions raised in "buzz session" will be discussed by Dr. Weaver.

12:00 - 1:00 Lunch (Lunch will be provided in the cafeteria)

1:00 - 1:30

D. Presentation: Health Education, screening, etc. By Mrs. Arlie Culp, Nurse, Randolph County Health Department.

1. Questions and answers.

1:30 - 2:30

E. Lecture: "Education for Better Human Relations," by Dr. Arnold Perry, Professor of Education, The University of North Carolina at Chapel Hill.

2:30 - 3:00 Break

3:00 - 3:30

F. "Buzz Sessions" (The same groups which met in the morning session will meet).

3:30 - 4:00

G. Questions raised in "buzz session" will be discussed by Dr. Perry.

August 25, Thursday (Participants will meet in the same groups as Tuesday)

Eastern Group

9:30 - 10:00

A. Presentation of consultant from U. S. Office of Education, Mr. L. Darl Hulit.

10:00 - 10:30

B. Lecture: "Responsibilities of Teachers in a Desegregated School." By J. R. Coggins.

10:30 - 11:00 Break

11:00 - 12:00

C. Discussion of ideas presented during lecture and how they can be implemented locally. Principals will aid in this discussion.

12:00 - 1:00 Lunch (Lunch will be served in the cafeteria)

Study of Method. Presentation of techniques in a multi-ethnic teaching organization. By Mrs. Emma P. Routh, Elementary Supervisor.

1:00 - 2:00

A. Unit teaching.

1. Characteristics of organizing social studies units in a multi-ethnic teaching organization.
   (a) Definition: i.e., Resource Units,, Experience Units.
   (b) Demonstration of the development of a unit.
   (c) Factors to be taken into consideration as unit is developed.
      (1) Activities
      (2) Objectives
      (3) Approaches
      (4) Bibliography
      (5) Evaluation
      (6) Outcomes
      (7) Correlation
      (8) Procedure
      (9) Vocabulary
      (10) Materials
      (11) Introduction
      (12) Aim
      (13) Preview
   (d) Teaching Procedures
      (1) Form groups or committees of pupils.
      (2) Make visual aids available.
      (3) Make use of reference materialls.
      (4) Correlate with other subjects.
      (5) Conduct discussions.
      (6) Help pupils develop outlines.
      (7) Provide drill.
      (8) Call for oral reports.
      (9) Use questions to develop understanding of problems.
      (10) Do testing.
      (11) Display exhibits.
      (12) Provide for individual differences.
      (13) Take pupils on field excursions.
      (14) Use the lecture to inform pupils.
      (15) Arrange for dramatization.
      (16) Help pupils make articles.
      (17) Encourage pupils to exchange experiences.
      (18) Bring in outsiders for talks.
      (19) Have pupils prepare topical reports.
      (20) Have pupils compile note-books.
      (21) Teach appreciations and attitudes.
      (22) Organize and plan materials with pupils.
      (23) Develop skill in solving problems.

(24) Require written reports.
(25) Direct pupils in making maps, charts, and graphs.
(26) Make a bibliography.
(27) Bring in materials for study.
(28) Direct search for materials related to the unit.
(29) Read stories to children.
(30) Engage pupils in conversation.
(31) Develop skills.
(32) Arrange demonstrations.
(33) Provide drawing experiences.
(34) Direct pupils to general subject-matter to be read.
(35) Help pupils formulate questions.

2:00 - 2:30 Break

2:30 - 4:00

B. Adapting units of work on the various grade levels.

1. Discussion as to how the previous suggestion can be applied to the various grades and subject levels.

Alternate Schedule for the Group Meeting at Randleman Elementary

August 25, Thursday — Western Group

9:30 - 10:30

A. Adapting multi-ethnic materials to meet individual unit plans.

1. Learning the correct procedure for operating the projection equipment.
2. Correct procedure of presenting a film lesson (See handbook).
3. Reviewing all new materials (such as manuals, state publications, etc.).

10:30 - 11:00 Break

11:00 - 12:30

B. Demonstration and use of production and projection materials.

1. Distribution of materials available to produce transparencies. Each teacher preparing transparency for use in the individual classrooms.
2. Demonstration of the uses of the overhead and opaque projectors.

12:30 - 1:30 Lunch (Lunch will be served in the cafeteria)

I. Study of Method. Presentation of techniques in a multi-ethnic teaching organization. By Mrs. Barbara Rains, Elementary Supervisor.

1:30 - 2:30

A. Unit teaching. (See format on Page 6-7).

2:30 - 3:00 Break

3:00 - 4:00

B. Adapting units of work on the various grade levels.

1. Discussion as to how the previous suggestion can be applied to the various grades and subject levels.

August 26, Friday (Participants will meet in their respective schools)

9:30 - 10:30

A. Follow-up of Units of work presented on Thursday.

1. Development of individual unit plans as related to the social studies curriculum, considering use of materials previously suggested, resource people, etc.

a. Outline a subject matter unit.

10:30 - 11:00 Break

11:00 - 12:00

2. Correlation and evaluation of social studies unit.

a. Each teacher will continue to develop a unit which he plans to use relating to the total curriculum.

b. This unit should be related to the social living of his students..

12:00 - 1:00 Lunch (To be provided for by each teacher)

1:00 - 2:00

B. Discussion by Principal of methods of meeting problems that may arise in a multi-ethnic school organization.

2:00 - 2:30

C. Evaluation of workshop (Possible question and answer period).

2:30 - 3:00 Break

3:00 - 4:00

D. Teachers work in their classrooms preparing for opening of school.

Communication Workshops

The Communication Workshop began in September, 1966, with a total of fifteen participants representing both races and including teachers and principals.

Communications Specialist for these workshops was:

Roland Giduz, Editor, The News of Orange County; Editor and Publisher, The Triangle Pointer.

The over-all objective of this workshop, as applied by the consultant, was to teach school personnel--certain administrators and teachers--how to use communications media to increase the support of school patrons for their public schools.

It was felt that the elimination of a racial segregation in pupil assignment had broadly contributed to an alienation, or at least a lack of increasing confidence on the part of these patrons for their public schools. Thus, through greater and more effective use of various personal and mass communications media, the workshop leaders felt they could show school personnel how to correct and improve this situation.

The workshop was composed of a key representative from most schools in the county--either a teacher or a principal. It was felt that this person would nominally be that school's communications specialist during and continuing after the year's workshop sessions. The three-hour workshop sessions were conducted by the consultant from a program prepared for the year in advance, and on an informal basis, with a distinct effort to encourage as much group discussion and participation as possible. The experience of other communications workshop groups--particularly one in the Richmond, Virginia public schools, was sought and utilized in this planning and activity.

This report will review each of the year's workshop sessions in light of the consultant's and the participants' objective and subjective feelings toward them. It will then give some general opinions and recommendations.

In the initial session on September 27, 1966, the plans for the year were explained and particular attention given to the proposed publishing of a tabloid format offset-printed publication for school patrons, The Randolph Reporter. Copies of this are enclosed. Plans for particular stories to be included in this publication were aired, and assignments for such stories made to workshop participants subject to some elementary rules of length, preparation of copy, and approach to subject.. To illustrate to the participants how they might go about gathering material for stories in The Randolph Reporter, the consultant, by advance arrangement, interviewed in their presence a school administrator on the subject of modern mathematics instruction. On the basis of this interview, he subsequently wrote a story which was published in The Randolph Reportter. The participants were invited to ask the interviewee questions of their own, and the techniques of interviewing and writing of the particular story based on it were discussed afterwards.

At the next session of the workshop, October 11, the story written by the consultant was discussed and analyzed in detail through being projected on a classroom screen. In particular, the technique of writing a "lead" for stories was discussed. Reasons for the certain way in which the

consultant wrote this particular story were argued and analyzed. In the second half of the session, the editor of a county weekly newspaper was presented for an informal talk and question period. He spoke mainly from a list of questions presented by the consultant previously, emphasizing ways in which the local newspaper could serve schools and how it did this.

A series of sessions on background orientation on the press and principles involved in press communication was initiated at the October 25, 1966, session. The consultant spoke, and ensuing discussion was centered on such questions as: What is the press, its relations to schools, factors influencing the press, the newspaper and its place in school public relations activity, the place of newspapers in the over-all press media, the types of newspapers, how to deal with newspapers in behalf of the schools, and difficulties and opportunities involved in these dealings.

A full session on November 1 was devoted to a talk by the consultant and discussion based on it of the principle of objectivity in the presentation of news in the press. This included an explanation of the constitutional guarantee of freedom of the press and its continuing significance, various types of objective reporting, and the difference between objective and slanted reporting. At this session, and all others, the group also discussed progress on the writing of stories for the forthcoming initial issue of The Randolph Reporter.

On November 15, interpretive reporting was explained and discussed in the same manner as objective reporting, and compared to the latter with emphasis on its place in journalism and particular use to the workshop in its opportunities for communication.

The consultant gave a laboratory example of personal communication through public speaking at the November 29 workshop session. This was done via an eight-minute prepared speech on the topic, "What Can You Do For Your Public Schools?", intended as a talk by a school teacher or administrator to an audience of school patrons. The participants evaluated and discussed this talk as well as the opportunity for influencing public opinion through public speaking appearances.

W. Amos Abrams, Editor of North Carolina Education and a veteran practitioner of public relations in behalf of the public schools, spoke to the workshop and discussed our opportunities in public relations for our schools at the December 13 meeting. His talk was deemed truly inspirational and was very well received.

At the next session of the group, Dr. Wesley Wallace, Chairman of the Department of Radio, TV, and Motion Pictures at the University of North Carolina at Chapel Hill, spoke on opportunities for school public relations in the field of radio. He first gave a general orientation on the radio industry and radio news, and a survey of radio in this area. Printed material on this was passed out. He next spoke directly of opportunities for workshop members in this field and had each participant write up sample radio announcements for a school program. These were then read and discussed.

An executive from the Greensboro Daily News, largest area daily newspaper, spoke to the group on January 10. He shared the program with the news director for Station WFMY-TV, the area's major TV station. They

discussed the way in which they cover the news and spoke directly of the opportunity for school coverage.

The evaluation by the workshop participants of the above sessions coincides with that of the consultant. It was felt that the background sessions on theory and general orientation on the press were necessary and appropriately carried out. The presentations on local opportunities in radio and newspaper fields were deemed very helpful. Interesting, but less applicable, were the presentations by the daily newspaper and TV persons. The school public relations program was deemed very helpful (talk by Amos Abrams). Also endorsed as a very helpful technique meriting further exploitation was the time spent on personal communication by public speaking.

The group felt that the maximum useful experience and actual benefit toward furthering the workshop's objectives was realized through the publication of The Randolph Reporter and presentation of radio programs over the Asheboro radio station.

It was felt that The Randolph Reporter might be improved through more practice in writing and more extensive use of photographs. All felt that the public received this publication very well, and that it was quite beneficial.

It was agreed that a program needing to be greatly expanded was that of cultivating a teacher/administrator in each school to funnel school news and interesting stories from that school into the existing press media--local radio and TV.

The participants were enthusiastic over their participation in the workshop to date this past year and suggested that its applications, with the above noted recommendations, be expanded and continued for the next year.

The effectiveness of the workshops was enhanced by outside consultants listed below:

W. Amos Abrams
Editor of North Carolina Education

Dr. Wesley Wallace
Chairman of the Department of Radio, TV, and Motion Pictures
University of North Carolina at Chapel Hill

Charles Hansen
Executive News Director, Greensboro Daily News
Greensboro, North Carolina

Barron Mills
Editor, The Randolph Guide

Andy Brown
News Reporter and Announcer, WGWR Radio

Language Development and Communication Skills - Grades 1-6

Two Language Development and Communication Skills groups operated during the year. One was conducted during the fall semester and one in the spring semester. A maximum of twenty-five members was permitted in a group.

Participants of both groups were able to receive second or subsequent renewal credit of two hours for attending and meeting the necessary requirements.

The instructor for these two groups was:

Miss Jessie Peden
Assistant Professor of Education
University of North Carolina at Greensboro

The major objectives of this workshop were to develop the ability to evaluate objectively the communication skills of children and adults, to alert teachers to the differences in vocal and hearing mechanisms, to develop awareness of the effects of cultural and environmental differences in language development, to develop awareness and appreciation of the effects of geographical differences in oral communication, to develop cooperatively material and techniques useful to the teacher and child for the improvement of voice, articulation, and language skills, and to provide opportunities for self-improvement.

The outline below was followed in both the fall and spring semesters:

Introduction: A Learning Climate Within the Classroom
Scope of Language Development and Communicative Skills
Word-Building for Vocabulary Development
Oral Language - Use and Ways to Use
Listening as a part of Language Development
Penmanship - Manuscript and Cursive
Correct Spelling Habits
Developing Dictionary Skills
Development of and Use of Practical Writing
Creative Writing
Necessary Writing Mechanics Developed
Establishing Acceptable English Usage
Pronunciation and Enunciation
Appreciating Literature

The participants were required to do the following:

1. Participants will do a detailed study of speech patterns of a group of students, or of an individual student, to establish a basis for analysis of speech habits.
2. Provide consultant services, such as speech therapist to contribute materials and devices to help analyze speech difficulties.
3. To provide a more concrete background in phonetical skills, dictionary skills, proper enunciation techniques, articulation exercises, etc.
4. Operate and use the tape recorder in relation to the language arts skills in individual classrooms.
5. Provide experiences and practical situations to improve communication skills, such as public speaking.

Language Development and Reading Improvement - Grades 7-12

Two Language Development and Reading Improvement groups operated during the year. One was conducted during the fall semester and one in the spring. A maximum of twenty-five members was permitted in a group.

Participants of both groups were able to receive second or subsequent renewal credit of two hours for attending and meeting the necessary requirement.

The instructor for these groups was:

Mr. Bertrum Smith
Teacher, Greensboro City Schools
Greensboro, North Carolina

The major objectives of this workshop were the same as those for the Language Development Workshop for Grades 1-6. Objectives for the Reading Improvement were to help principals and teachers, at all levels, to better understand the process of teaching reading, to better understand how individuals learn to read, to learn how to detect pupils with reading problems, to learn how to challenge gifted pupils, to learn how to plan programs of improvement for slow pupils, to learn how to select and use suitable materials, and to learn how to keep up with professional advancements being made in the field of reading.

The following is an outline of material covered:

I. Structure and history of English

A. Historical development of English

B. Vocabulary study
1. Structural approach
2. Historical or etymological approach
3. Techniques for developing word consciousness

C. Spelling (emphasis on words most frequently misspelled)
1. Phonic approach
2. Structural approach
3. Spelling rules
4. Memory aids

D. Current controversies in grammar
1. Traditional or linquistic grammar
2. Amount of time spent on grammar
3. Grammar for slow learners
4. Programmed materials in grammar

II. Composition

A. Written composition
1. Types of writing assignments appropriate for different grade levels
2. Paper grading
3. Creative writing
4. Research papers

B. Oral communication
1. Conversation
2. Formal speaking

III. Listening instruction

IV. Reading

A. Word recognition skills
   1. Phonic analysis
   2. Structural analysis
   3. Context clues

B. Mechanical devices to aid reading instruction
   1. Controlled Reader (demonstrated)
   2. Tachistoscope
   3. Craig Reader

C. Programmed instruction materials in reading

D. Determining reading level

E. Diagnosing reading difficulties

F. Reading rates

Reading Improvement - Grades 1-6

Two Reading Improvement groups operated during the year. One was conducted during the fall semester and one in the spring semester. A maxximum of twenty-five members was permitted in a group.

Participants of both groups were able to receive second orr subsequent renewal credit of two hours for attending and meeting the necessary reqquirements.

The instructor for these groups was:

Mrs. May Parrish
Assistant Professor of Education, University of North CCarolina
at Greensboro
Greensboro, North Carolina

The main objectives for these groups were the same as the objectives for the Reading section for the Language Development and Reading Improvvement - Grades 7-12.

The following outline served both the fall and spring semeesters:

I. Introduction
   - A. What reading is
   - B. Importance of reading
   - C. The learner
   - D. The teacher
   - E. The environment
     1. Home
     2. School

II. The Learner
   - A. Intelligence
   - B. Physical health and development
   - C. Emotional health
   - D. Experiences
   - E. Motivation
   - F. Readiness

III. The Reading Program
   - A. Beginning experiences
   - B. The primary program
   - C. The middle grade program

IV. Discussion of approaches to the teaching of reading

V. Development of understandings, skills, and abilities

VI. Activities
   - A. Reading
     1. Lesson Planning
     2. Book sharing
   - B. Writing
   - C. Creative dramatics
   - D. Spelling and phonics
   - E. Choral speaking
   - F. Oral reading
   - G. Listening
   - H. Library use

VII. Grouping for instruction
  A. Types
  B. Reasons
  C. Advantages and disadvantages

VIII. Materials and resources

IX. Measurement and evaluation

Participants were required to do the following:

1. Prepare and teach a reading lesson that would be helpful in the teacher's own class.
2. Prepare a case study of one child with emphasis on problems that cause learning difficulties and procedures used to help the student to overcome them.
3. Readings from current materials by authorities in the field.

Leadership Development

The Leadership Development Conferences were composed of all administrative and supervisory personnel. Also included were selected teachers.

The major portion of the leadership development conference consisted of a six-day conference that met in the Randolph County Public Library.

The major objective of this and other conferences was to assist leaders and potential leaders in the school system in the development of their leadership qualities, to give the leaders an opportunity to discover problems pertinent to good leadership in our schools, to give the leaders and potential leaders an opportunity to determine possible solutions to known existing problems, and to assist leaders in their role of helping new teachers adapt themselves to their new role in their respective school and community.

Activities were conducted in general sessions with all participants present and in small discussion groups of about fifteen members.

Leadership Conference
(Meeting room Randolph County Public Library)
June 26-July 1, 1967

June 26, 1967

8:30 - 9:00	Registration, Conference Purposes	
8:30 - 10:00	"Reporting to Parents" Presentation by Mr. Davis followed by small group discussions	Mr. Harold Davis Principal Randleman High School
10:00 - 10:15	Coffee Break	
10:15 - 12:30	Group discussion-"Examinations" "Special Programs"	Staff

June 27, 1967

8:30 - 10:00	"Organization Grades 7,8,9 Curriculum, Athletics, etc."	Mr. John R. Lawrence Principal, Jamestown Jr. High School
10:00 - 10:15	Coffee Break	
10:15 - 11:15	"Transportation"	Mr. Gerald Braswell Principal, Seagrove Union School
11:15 - 12:30	Public Relations	Mr. Bill Payne Principal, New Market Elem. School

June 28, 1967

8:30 - 10:00	"Cafeteria Operation Challenges and Concerns"	Mrs. Maxine M. Forsyth, Assistant Supervisor, School Food Service, State Department Public Instruction
10:00 - 10:15	Coffee Break	
10:15 - 11:15	Group Discussion Cafeteria Operation	
11:15 - 12:30	"Preventive Maintenance"	Mr. Otus Thomas Principal, Grays Chapel Union School
8:30 - 10:00	"Classroom Supervision"	Mr. Dennis Farlow Principal, Trindale Elementary School Mr. Yates Holland Principal, Franklinville Union School
10:00 - 10:15	Coffee Break	
10:15 - 10:45	"Health Education"	Mrs. Lucille Jenkins Supervisor of Nurses Randolph County Health Department
10:45 - 11:45	"Health Rooms and First Aid"	Mrs. Ed Freeze, III American Red Cross Representative
11:45 - 12:30	"Reports, Resources"	Staff

June 30, 1967

8:30 - 10:00	Depart for Raleigh arriving 10:00 a.m.	
10:00 - 11:00	Check in Sullivan Dormitory	
11:00 - 1:00	Luncheon--"Educational Challenges and Concerns of the Randolph County Schools	Mr. Lacy M. Presnell, Jr. Superintendent Public Education Randolph County
7:00 - 9:00	Dinner--"Third year of Desegregation"	Mr. J. R. Coggins Mr. Earl Hedrick Principal

July 1, 1967

8:30 - 9:00	Breakfast	
9:00 - 10:30	"The Principal, The Leader of His School"	Dr. Arnold Perry Professor of Education University of North Carolina at Chapel Hill
10:30 - 11:00	Coffee Break	
11:00 - 12:00	"Evaluation"	
7:00 - 8:30	Banquet Speaker	Mr. Charles Farrell, Jr. Principal, William Bynum Elementary School Georgetown, South Carolina

Evaluation

Procedure

At the very beginning of the program, it was determined that the evaluation procedures would be subjective in nature.

Three approaches toward obtaining subjective judgements were made:

1. Reactions of the instructors.
2. Reactions of principals of buildings from which participants were selected.
3. Reactions of participants.

The instructors were requested to submit evaluations of their classes in terms of the specific objectives which they had presented to the project director at the beginning of the project.

The following descriptions of the results of the opinionnaires are broken down into the three categories listed above.

Response from Instructors

The project director sent to each of the instructors in the project a memo which read in part:

> As a terminal activity for the instructors in the In-Service Program, would you write a brief narrative evaluation of your class.

In almost every instance it was agreed that all the objectives were not completely met. However, those objectives which were achieved were of great value to the teachers. It was pointed out that the major reason for the failure to meet all objectives was due to having too many.

The instructors indicated that the value of the project to the participants as expressed in various media of feedback lay in two major areas: personal improvement and professional improvement. In the first of these areas, improvement in communication skills and improvement in social understandings appeared to be of greatest value to all. In the professional area, increased use of theory in methodology, exposure to research in subject area field, and the realization that all teachers have many common problems appeared to be of greatest value.

Responses from Principals

The purpose of this opinionnaire was to attempt to find out if there were any noticeable changes in the school situations in which the participants worked.

Of the eighteen responses received, all were generally favorable.

In response to the most noticeable results of the instructional program in the school, the consensus of the principals was that the carry-over of the inter-personal relationships developed in the in-service classes had the greatest impact on the school's instructional program in that the teachers brought these same techniques to play within the faculty.

A second, more apparent result of the project was found in the specifics of the course content of the project courses which were applicable to the classroom situation.

Responses from Participants

In the following summations of the opinionnaires, the participants' reactions have been grouped according to in-service course. Of the participants returning the opinionnaires, the consensus was that the total In-Service Program was beneficial to the participants' personal growth, was beneficial to the students, and increased the instructional level of the Randolph County Schools.

Teaching in the Desegregated Schools

Of the majority of participants who returned the opinionnaire, the consensus was that this proved to be a most important phase of teacher preparation for the opening of school. Most felt a greater feeling of security as they approached the opening of school. Each felt that he had a much better understanding of the school system, a deeper sense of loyalty toward the system, and a better understanding of the students they were to teach. The major benefit expressed by most participants was the feeling that for once they were ready to begin teaching when school opened.

Communication Workshops

The results of the evaluation of this particular program indicated that it had been successful in meeting many of the goals and objectives set forth in the beginning.

The results indicated the greatest benefit in three major areas: increased understanding of public relations work, increased understanding of better means of communicating with the lay public, and the development of closer relationship and understanding among the various communities of the county.

All participants indicated that this means of communicating with the citizens of Randolph County should be continued whether or not there was a stipend.

The Grant Project for which this report was prepared was extended; the inclusive dates for the project, therefore, are September 25, 1967 through August 16, 1968.

ABSTRACT

A. Identification

1. Title: Inter-Racial In-Service Program Designed To Increase The Educational Opportunities of The Children In The Randolph County Schools

2. Author: J. R. Coggins, Director

3. Grant-to-School-Board Number OEG-2-7-000466-0466 P. L. 88-352, Title IV, Section 405 The Civil Rights Act of 1964

4. Randolph County Schools, Court House Annex, Asheboro, North Carolina 27203

5. The Project Reported Herein Was Supported by a Grant from the U. S. Department of Health, Education, and Welfare Office of Education

B. Purposes

1. To improve the educational programs offered to all children in the Randolph County Public Schools.

2. To assist staff members in broadening their self-concepts in relation to co-workers, various subcultures, and the total environment in which they teach.

3. To provide an opportunity, especially for new teachers, for discussion of the problem and to profit from the experiences of others, both within and outside the school system.

4. To identify further possible problem areas in which friction may develop.

5. To identify successful techniques and to provide an opportunity for discussion for all personnel concerned.

6. To give teachers, principals, and supervisors an opportunity to work together on concrete problems of vital importance toward the improvement of education in changing times, in such a way that educational opportunities for children will be increased and relations among the school staff strengthened.

7. To provide a productive workshop to give real experience in communicating with the public about school system activities, plans, accomplishments, and needs.

8. To help principals and teachers, at all levels, to better understand the process of teaching reading, how individuals learn to read, how to detect pupils with reading problems, how to challenge gifted pupils, how to plan programs of improvement for slow pupils, how to select and use suitable materials, and how to keep up with professional advancements being made in the field of reading.

C. Procedure

A description of the total in-service programs was given to all professional personnel in the school system on the first day teachers reported for the 1966-67 school term. Included in the material distributed was a form on which individuals could indicate the specific area in which they were interested if they desired to participate in the program.

Based on the information received from the returned forms, course groups were established.

Participants were assigned to the subject area and meeting time that was indicated as first choice where possible. All classes were formed without regard to race and steps were taken to avoid the accidental formation of a group with all members from one race.

A total of three in-service groups were involved during each semester. The Communication Workshop met for two semesters. The Leadership Development groups met for a total of five times with one of these as a six-day conference during the month of June, 1967.

Each of the regular in-service groups had an instructor who met with the group each time. Course guides or outlines were prepared as well as the development of goals, etc., to meet the needs of the individual. Instructors were selected for their competence in the subject area to which they were assigned and for their ability to work with people in such a way as to get maximum participation.

Classes were scheduled to meet in central locations for the convenience of those participating. The Administrative Materials Center was used because of the availability of resources needed in the work.

Attendance was checked at each meeting to keep an adequate record of the participants. A secretary was selected in each group to see that attendance was turned into the central office for payrolls to be written at the end of the semester.

The in-service program was centered around five areas. These areas were: (1) Teaching in the Desegregated Schools, (2) Communications, (3) Language Development, (4) Reading Improvement, and (5) Leadership Development.

D. Results and Conclusions

At the very beginning of the program, it was determined that the evaluation procedures would be subjective in nature.

Three approaches toward obtaining subjective judgements were made:

1. Reactions of the instructors.
2. Reactions of principals of buildings from which participants were selected.
3. Reactions of participants.

The instructors were requested to submit evaluations of their classes in terms of the specific objectives which they had presented to the project director at the beginning of the project.

The following descriptions of the results of the opinionnaires are broken down into the three categories listed above.

The instructors in the various in-service courses indicated that the value of the project to the participants as expressed in various media of feedback lay in two major areas: personal improvement and professional improvement. In the first of these areas, improvement in communication skills and improvement in social understandings appeared to be of greatest value to all. In the professional area, increased use of theory in methodology, exposure to research in subject area field, and the realization that all teachers have many common problems appeared to be of greatest value.

The principals of our eighteen schools responded that the most noticeable results were that the carry-over of the inter-personal relationships developed in the in-service classes had the greatest impact on the school's instructional program in that the teachers brought these same techniques to play within the faculty.

The participants in the various in-service programs were aware of their own personal and professional growth. Those teachers new to Randolph County who participated in the orientation session were ready for the opening of school. The results from the Communications Workshop were highly beneficial.

The year's in-service work was highly successful.